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ABSTRACT

Program objectives were to: identify migrant children in the State; provide, through the national data bank, a complete educational and health record for each child; raise or maintain the students' educational level; screen migrant children for health problems and arrange for treatment as needed; increase parental involvement and understanding of their child's educational experience; and expand the number of schools using the career development program. During the 1973 fiscal year, 2,567 migrant students were enrolled in the program. An evaluation team evaluated the program from July 1972 through June 1973 and the 1973 summer program. Data were obtained from the staff, records, reports, test results, and on-site interviews with administrators, tutors, and students. Using the Wide Range Achievement Test, pre- and posttests were given to evaluate results in reading, spelling, and arithmetic. Student attitudes were assessed at the beginning and end of the year using a scale of Student Attitudes. Findings showed the program was meeting its objectives. This report includes information on the: children served, exemplary programs, staff utilization, inservice training, special and supportive services, resource center library, program effectiveness and integration, relationship with the regular Title I program and with other programs, community involvement, nonpublic school participation, dissemination, and summer school program. (NQ)

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MIGRANT EDUCATION in MISSOURI '73

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STATE ANNUAL EVALUATION REPORT
FOR MIGRANT PROGRAMS
TITLE I, ESEA
FOR FISCAL YEAR 1973

STATE OF MISSOURI

MISSOURI STATE DEPARTMENT OF EDUCATION
Arthur L. Mallory, Commissioner of Education
Jefferson City, Missouri

ED 009275

ANNUAL EVALUATION OF MISSOURI'S EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN TITLE I, ESEA, FOR THE 1973 FISCAL YEAR

MISSOURI STATE DEPARTMENT OF EDUCATION

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DIVISION OF INSTRUCTION

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GRANT AWARD

to

Southeast Missouri State University
Cape Girardeau, Missouri 63701
Dr. Mark F. Scully, President

Director
Dr. Wayne R. McElroy
Educational Program for Migrant Children of Missouri

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October, 1973

ACKNOWLEDGEMENT

The Evaluation Committee came in contact with many persons during the evaluation of the Migrant Program. The interest and assistance of these persons are herewith gratefully acknowledged. To single out each individual would be impossible; however, special appreciation is extended to the following: Mr. Gary W. Brummitt, State Department of Education, for his assistance; Dr. Wayne R. McElroy and the entire Migrant Center staff for their cheerful cooperation, with special thanks for Mr. Dale Quinn's efforts and to Mrs. Jeannine McGinnis for typing the report.

Dr. William C. Hoover, Chairman
Evaluation Committee

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I. INTRODUCTION

In today's educational scheme, where changes are being made rapidly, the migrant child has a difficult time just trying to survive. The situation in which he finds himself, that of continuous transfer from school to school, is not conducive to receiving a good education. In fact, if something had not been done to aid his formal education, the migrant child would have been hard-pressed to receive a formal education to almost any degree of success.

In 1965, Congress passed the Elementary and Secondary Education Act, P.L. 89-10. The purpose of this law was to provide monies to aid in the education of the disadvantaged children in schools throughout the nation. This act was later amended (P.L. 89-750) to include the children of the migrant agricultural workers.

A survey, conducted in February of 1967 by the State Department of Education, State of Missouri, revealed that there were sufficient numbers of migrant children in Missouri to justify some type of education program. The State Department of Education contracted with Southeast Missouri State College to make a study of migrant children and to write a program for the State of Missouri. After completion of the study, a project was written which established the Educational Services and Record Center located at Southeast Missouri State College in Cape Girardeau. The purpose of the Center was to develop and administer migrant educational services for the State of Missouri.

Authorization to establish the center has been approved each year since its beginning. Authorization comes from the Missouri State Department of

Education under Title I, Public Law 89-10, as amended by P.L. 89-750, P.L. 90-247, and P.L. 91-230.

The administration of the program for the State Department of Education is the responsibility of the Coordinator of ESEA, Mr. John T. Lawrence. The Director of the Migrant Center is Dr. Wayne R. McElroy whose responsibility involves:

(1) directing and coordinating the program

(2) developing programs which include pilot programs that have promise of being successful.

Staffing the Educational Services and Records Center

The personnel who staff the center and the job description of each is as follows:

Director. His duties consist of directing and coordinating the migrant program for Southeast Missouri State University, and developing programs which include pilot programs that have promise of being successful.

Coordinator. One whose responsibility is to provide in-service training through workshops, individual conferences and on-the-job training. He assists local school districts in identification of migrant children, up-dates records of these children, and carries on the general development of educational programs and supplementary services.

Guidance Counselor. Collaborates with other disciplines in utilizing expertise in individualizing an educational program for migrant students based on emotional, intellectual and behavioral limits. Coordinates psychological-educational testing and relates findings on a meaningful level to the reading clinician, social worker, health nurse and school personnel.

Reading Clinician. The staff member who diagnoses reading difficulties and writes prescriptions for use by migrant teachers in correcting the difficulties.

Social Worker. One who establishes and maintains contact with parents, children and the schools. She advises parents and school authorities of existing services and resources for migrant children, and assists migrant families in obtaining them.

Registered Nurse. The staff member who screens migrant children for health defects so they may be referred to medical doctors, dentists and others as the need arises.

Librarian. One who selects, catalogues, processes and distributes library resources and instructional materials.

Terminal Operator. A trained Migrant Center staff member who relays student data between schools and the National Migrant Data Bank in Little Rock, Arkansas, via teletype. The Center has two persons fully trained as terminal operators.

Further Definitions

The Tutorial Program. The Educational Services and Records Center provides funds to employ tutors in the several school districts who have large numbers of migrant students enrolled. Tutors provide remedial instruction to small groups for short periods during the school day. Since the program is designed to supplement rather than supplant, a student is in the traditionally organized classroom during the regular instructional period. He receives his supplementary instruction at a time other than that scheduled for the usual classroom activities. This program requires regular conferences

between the regular classroom teacher and the migrant tutor relative to pupil achievement.

Migrant Child

A. Interstate. A child who has moved with a parent or guardian within the past year across State boundaries in order that the parent or guardian might secure temporary or seasonal employment in agriculture or in related food processing activities.

B. Intrastate. A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent or guardian might secure temporary or seasonal employment in agriculture or in related food processing activities.

C. Five Year Migrant. A child who has been an interstate migrant as defined above but who along with his parent or guardian has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

D. Migrant Tutor. A teacher hired by the local school district and supported by the Migrant Center to instruct those migrant students in need of the special instruction provided through the tutorial program.

II. PROGRAM OBJECTIVES

Objectives as Related to Special Educational Needs of Migrant Children

The immediate objectives of the program were:

1. Identify migrant children as they enter the State of Missouri.
2. Provide, through the national data bank, a complete educational and health record for each migrant child identified.
3. Raise and/or maintain the educational level of migrant students.
4. Screen migrant children for health problems and arrange for health services as needed.
5. Increase migrant parental involvement and understanding of their child's educational experience.
6. Expand the number of schools utilizing the career development program. This program includes such concerns as: understanding the economics of our society, transition of school behavior to home and community, understanding the role of a citizen in addition to the application of communication and computational skills to problems confronting those seeking and securing employment.

A description of each of these objectives as listed in the Project FY-73 application is:

Objective 1. All L.E.A.'s requesting Title I funds from the State Department of Education are required to list the number of migrants enrolled in their school as of the date of request. This canvas will furnish the Migrant Center with the number of migrants and their geographical locations. Areas with high concentrations of migrants will be provided workshops on how to identify migrants, how to keep updated records and how to receive services from the Migrant Center.

Objective 2. All L.E.A.'s identifying migrant students will be given in-service training on the mechanical operation of the uniform migrant record. A representative from the Migrant Center will maintain contact with personnel completing records throughout the year so that all records are in compliance with the national data bank procedure.

Objective 3. Schools will be encouraged to administer achievement tests and make educational assessments of migrant children's needs. Supervision will be provided by the Migrant Center to facilitate educational assessments.

The services the center will be prepared to offer are:

a. Special materials to regular classroom teachers having difficulty meeting special requirements of a given migrant student.

b. Diagnostic services provided by a visiting team from the Migrant Center.

c. In areas having high concentration of migrants, special tutorial services will be provided.

Summer schools will be provided to those school districts demonstrating an influx of migrants during the summer and who have no other funds to conduct such schools. The same Migrant Center resources will be available to the summer programs as those in the fall and spring.

Objective 4. Provided funds are not available from any other source, health services such as dental care, eye glasses, hearing aids, immunizations and vaccinations, emergency treatment and surgical care will be available to all migratory children in the state. In districts where there are no nurses employed, the Migrant Center's nurse will assist in working up referrals.

Objective 5. The diagnostic team will work with both schools and parents. Home visitation by the team's social worker will be conducted for all students

evaluated. The Migrant Center's social worker will do home visitations as needed apart from the diagnostic team's efforts She will work with school personnel and assist them with home visitations so the number of school-parents contacts can be increased.

Objective 6. The prime responsibility for this objective will rest with the guidance counselor. She will assist local schools in establishing career development programs. She will also review and select appropriate materials to be used.

III. EVALUATION PROCEDURES

An evaluation team of three people, coordinating efforts with the evaluation staff of the Missouri State Department of Education, conducted the evaluation of the program.

The evaluation included information such as:

1. An unduplicated count of children participating
2. Innovative projects
3. Most pressing educational needs
4. Objective measurements
5. Subjective measurements
6. General program effectiveness
7. Personnel and personnel training
8. Inter-relationship with regular Title I, ESEA program
9. Coordination with other programs
10. Community involvement
11. Non-public school participation
12. Major problem areas

The period of time covered in the evaluation was from July 1, 1972 through June 30, 1973, and the 1973 Summer Program.

The evaluation was based on information obtained from the Migrant Center staff, records, reports, test results, and on-site interviews with administrators, tutors, and students in the various school districts.

Evaluation Analysis

The evaluation was to give the results the migrant program had upon the performance of the migrant children for the 1972-73 school year. The plan

was to measure the learning levels at the beginning of the 1972-73 school year, then measure the levels again at the end of the same school year. This would give the difference in gain or loss in performance.

The pre and post-tests were given to evaluate results in reading, spelling, and arithmetic. The instrument used for these tests was the Wide Range Achievement Test. The Wide Range Achievement Test (WRAT) was used as a tool for evaluation. A more refined test was used for diagnostic purposes. The WRAT test was used because of the ease in administration, the limited time it requires for administration, and because it enjoys a positive correlation with other nationally recognized achievement tests that are more time consuming.

Further evaluation of students was accomplished by assessing student attitudes at the beginning and at the end of the year. This was done by using a scale of Student Attitudes. A copy of this scale can be found in Appendix A.

IV. CHILDREN SERVED

The total number of children enrolled on the National Migrant Data Bank who were identified as migrants in the State of Missouri was 2,567. The children are located in sixteen counties with the vast majority located in what is known as the "Bootheel" which is the Southeast corner of the state.

Figure I is a map showing the location of migrant children. It might be well to note that over one-half (1,689) of all the migrant children identified live within the borders of the three counties of Dunklin, Pemiscot, and New Madrid.

The initial identification of migrant children is the responsibility of the local school districts. Personnel from the Migrant Educational Services and Records Center worked with school districts in locating these children.

Services which were not available from other sources were provided through the Migrant Center. Examples of the services were: (1) 716 students were enrolled in the tutorial program, (2) 199 children were provided health services, (3) 182 children were enrolled in the summer programs. Furthermore, the reading clinician worked with migrant students in thirty-five school districts, and instructional materials of all kinds were supplied to thirty school districts for use with migrant children. Table I gives the breakdown of the services performed by the Educational Services and Records Center.

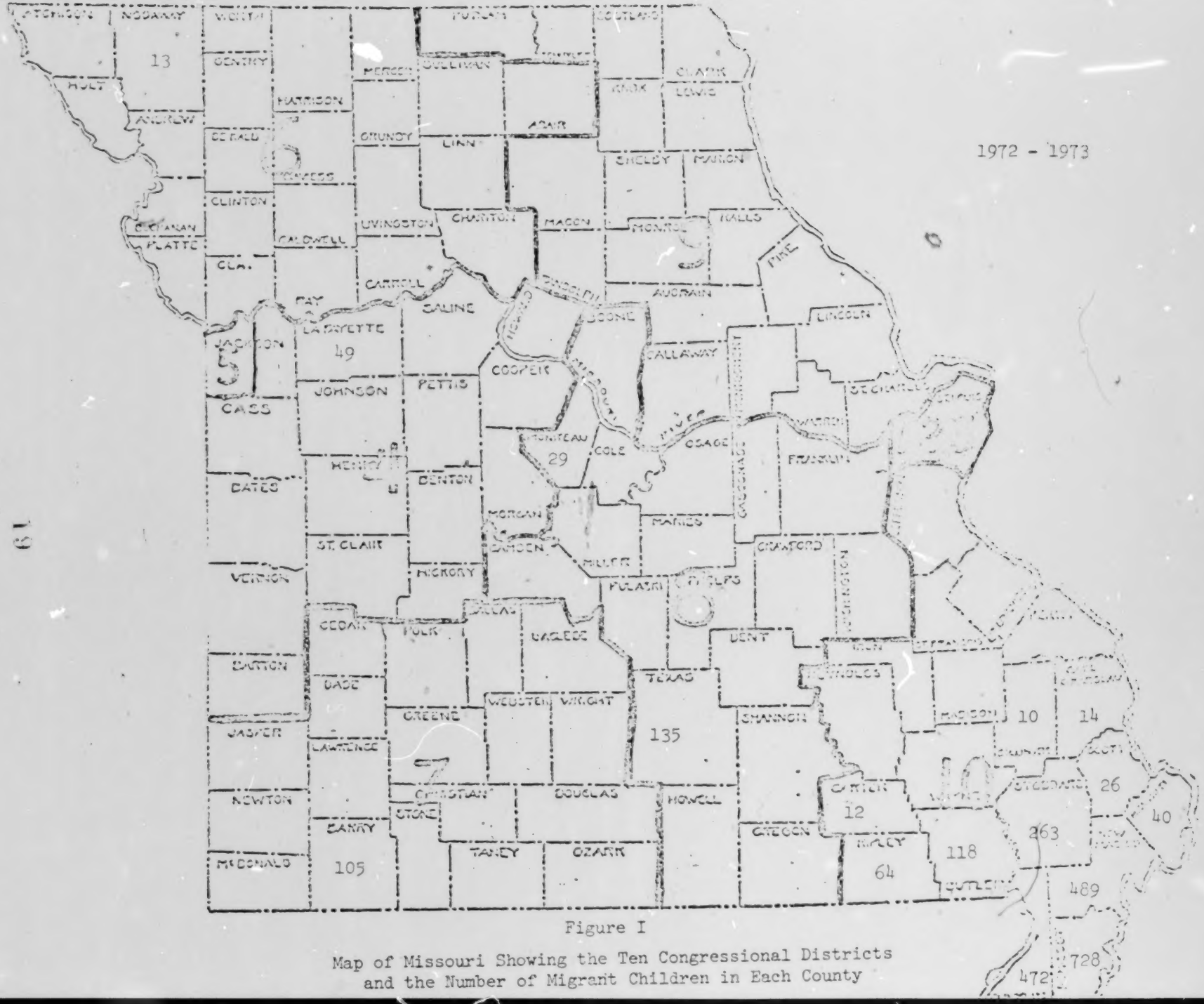

Figure I

Map of Missouri Showing the Ten Congressional Districts and the Number of Migrant Children in Each County

TABLE I

SERVICES PERFORMED BY THE EDUCATIONAL SERVICES
AND RECORD CENTER BY SCHOOL DISTRICT AND BY TYPE

School District	Type of Service							
	Tutorial Program	Summer Program	Reading Clinician	Social Worker	Guidance Counselor	Diagnostic Team	Library Materials	Health Services
Bell City			X				X	X
Bernie			X		X		X	X
California			X		X			
Campbell					X			
Caruthersville 18			X				X	
Clarkton			X	X				X
Cooter	X		X		X		X	X
Delta R-V			X					X
Dexter			X	X	X	X	X	X
Doniphan	X		X	X	X	X	X	X
E. Prairie	X		X	X			X	X
Gideon	X	X	X	X			X	X
Jackson			X		X		X	X
Lexington			X				X	
Licking			X		X			
Monett	X	X	X	X			X	
Mountain View								
Naylor			X					
Neelyville			X	X			X	
New Madrid	X	X	X	X			X	X
Nodaway-Holt							X	

TABLE I (cont'd)

SERVICES PERFORMED BY THE EDUCATIONAL SERVICES
AND RECORD CENTER BY SCHOOL DISTRICT AND BY TYPE

School District	Type of Service							
	Tutorial Program	Summer Program	Reading Clinician	Social Worker	Guidance Counselor	Diagnostic Team	Library Materials	Health Services
N. Pemiscot	X	X	X	X	X	X	X	X
Oran			X		X		X	
Pemiscot C-7	X	X	X	X	X	X	X	X
Pemiscot R-III			X	X				X
Puxico	X	X	X	X			X	X
R-X (Alma)			X					
Richland R-IV			X					
Risco	X		X	X	X	X	X	X
Senath	X		X	X	X	X	X	X
S. Pemiscot	X		X	X	X		X	X
Southland	X	X	X				X	X
Summersville	X	X	X	X	X	X	X	X
Tarkio								
Twin Rivers			X				X	X
Van Buren			X	X	X	X	X	
Wellington-Nap.			X				X	X
Zalma			X	X			X	X
Weldon Springs			X					
Waverly (Santa Fe R-10)							X	
Malden							X	X
Raymondville							X	

V. EXEMPLARY PROGRAMS

During the 1972-73 school year, the Educational Services and Records Center for Migratory Children inaugurated an outstanding program for migrant children.

It was considered one of the six outstanding programs of this type in the country. The Migrant Center was invited to exhibit the program at the 1973 Educational Fair in Washington, D.C. The Fair was sponsored by the Bureau of Elementary and Secondary Education of the U.S. Office of Education and was held at the Shoreham Hotel, May 8-11, 1973.

To be selected to exhibit at the Educational Fair, a program had to show evidence of success, be reasonably priced, be innovative, and be suitable for adoption by other schools.

The program, which was a basic skills approach to Career Development, is presented below.

Career Development, A Basic Skills Approach

The program of Career Development was compiled by the guidance counselor at the Center.

The basic skills approach to Career Development is directed toward developing work skills for children in the middle school years.

The Career Development Program was a part of the curriculum for migrant students in three schools for a portion of the school year 1972-73. The three schools were Cooter, Bernie, and Braggadocio.

Academically, it is a pre-vocational curriculum built upon the basic skills approach to education with emphasis upon personal development in choosing one's life style in the world of work. Reading comprehension covers

basic skills in building a vocabulary from key words found in the world of work. Parts of speech, grammar, syllabication, and reading for detail is developed on a sequential plan. Arithmetic is based upon functional application as it deals with salary, gross and net pay, buying, and other fundamentals of mathematics. The program is constructed on a functional skills basis from grades four through eight using vocabulary from low fourth to low sixth grade levels.

The program is an individualized curriculum concerning personal involvement in becoming aware of interests, aptitudes, availability of job opportunities, and an appreciation for a free-enterprise society. It includes personality, grooming, manners, attitudes, and economic independence.

The objectives of the program are set up as follows:

I. Students Self-Appraisal and Enrichment
   - A. Improve vocational awareness
   - B. Ascertain individual abilities
   - C. Expand the self-concept

II. Concepts and Basic Skills
   - A. Evaluate: Pre and Post-tests for functional skills
   - B. Explore occupational readiness concepts (eleven units)
   - C. Functional skills curriculum
     1. Communication
     2. Computation

III. Transition and Evaluation: Student and Community
   - A. Field trips
   - B. Speakers from the community
   - C. Culminating activity

The eleven units which are emphasized in Career Development are:

1. Moving to a New Place
2. Looking for a Job
3. Using Want Ads
4. Answering the Want Ads
5. Filling out an Application
6. Filling out a Medical Record
7. The Interview
8. Selecting a Job
9. Keeping a Job
10. Getting Along on the Job
11. Banking Skills

Because there is much mobility among the migrant children, each unit was set up in a two-weeks block of study, making it possible to evaluate gain or loss on a percentage basis every two weeks. Furthermore, the migrant student may begin his next two-week assignment of study in another school which would enable continuity of skills.

Due to the late beginning of the program, some units were not taught, and therefore, the test results which are charted on the following pages do not include all units. Of the test results given, most students showed a positive gain in basic skills for the units taught.

TABLE II

TEST RESULTS OF UNITS TAUGHT IN CAREER DEVELOPMENT PROGRAM AT COOTER

Unit Test	Student Number	Percentage			
		Pre-Test	Post-Test	Gain	Loss
#1 Moving to a New Place	1	48	51	3	
	2	79	85	6	
	3	27	76	49	
	4	64	100	36	
	5	54	88	34	
	6	70	85	15	
	7	36	73	37	
	8	76	100	24	
	9	85	97	12	
	10	79	91	12	
#2 Looking for a Job	3	27	60	33	
	11	47	87	40	
	12	33	53	20	
	4	33	80	47	
	5	40	80	40	
	6	27	53	26	
	7	33	60	27	
	13	47	60	13	
#3 Using the Want Ads	11	64	82	18	
	12	36	64	28	
	13	45	91	46	
#4 Answering the Want Ads	11	62	75	13	
	12	54	62	8	
	13	54	79	25	
#5 Filling out an Application	3	14	64	50	
	5	36	86	50	
	6	21	57	36	
	7	29	64	33	
#8 Selecting a Job	1	37	79	42	
	2	16	79	63	
	8	16	89	73	
	9	42	84	42	
	10	89	95	6	

TABLE III

TEST RESULTS OF UNITS TAUGHT IN CAREER *DEVELOPMENT PROGRAM AT BERNIE*

Unit Test	Student Number	Percentage			
		Pre-Test	Post-Test	Gain	Loss
#1 Moving to a New Place	1	87	93	6	
	2	93	100	7	
	3	63	80	17	
	4	73	27		46
	5	70	73	3	
	6	43	60	17	
	7	63	77	14	
#2 Looking for a Job	1	63	69	6	
	2	69	69	0	
	3	19	50	31	
#3 Using the Want Ads	2	100	82		18
#4 Answering the Want Ads	2	89	95	6	
	5	70	64		6
#5 Filling Out an Application	2	67	80	13	

TABLE IV

TEST RESULTS OF UNITS TAUGHT IN CAREER DEVELOPMENT PROGRAM AT BRAGGADOCIO

Unit Test	Student Number	Percentage			
		Pre-Test	Post-Test	Gain	Loss
#2 Looking for a Job	1	69	81	12	
	2	56	94	38	
	3	38	44	6	
	4	63	81	18	
	5	75	87	12	
	6	81	81	0	
	7	75	75	0	
	8	81	87	6	
	9	81	94	13	
	10	88	94	6	
	11	69	94	25	
	12	81	94	13	
	13	87	100	13	
#3 Using the Want Ads	1	73	91	18	
	2	73	91	18	
	3	18	45	27	
	4	73	82	9	
	5	73	73	0	
	6	82	82	0	
	7	73	91	18	
	8	64	64	0	
	9	82	82	0	
	10	82	82	0	
	11	91	100	9	
	12	64	82	18	
	13	100	100	0	
#4 Answering the Want Ads	1	70	70	0	
	4	74	70		4
	5	81	81	0	
	6	70	81	11	
	7	78	78	0	
	8	74	67		7
	9	74	89	15	
	12	63	81	18	
	13	89	96	7	

VI. STAFF UTILIZATION

The staff which implemented the Migrant Program remained the same as in the past year. Each member is well-qualified for the position and duties performed. Below is a description of the duties of the staff members.

1. The Director performed the administrative duties such as directing the personnel employed at the Center; seeing that the appropriate records were kept; preparing proper reports; maintaining the contact with the State Department of Education; providing the needed leadership for the program.

2. The guidance counselor, reading clinician, and social worker made up the diagnostic team. This team was used to make an educational assessment of migrant students who were found to be below their potential. The team prescribed remedial treatment to assist the child in improving growth and development.

3. The Migrant Center nurse worked to provide the various health services needed by the migrant child.

4. The librarian selected, catalogued, processed, and distributed the materials and equipment from the Resource Center Library.

5. The coordinator visited the programs in operation in the various schools. He served as a liaison between the Migrant Center and the tutor in the Migrant Program. His services were available for consultation concerning the instructional program.

6. The Migrant Program secretaries and terminal operators performed duties with regard to the operation of the migrant record system, the materials center, and other secretarial work as required.

In addition to the above duties the professional staff conducted workshops to acquaint schools with the program; conducted in-service educational workshops for teachers; assisted with the identification of migrant students; aided in the updating of records.

VII. INSERVICE TRAINING

Throughout the year four workshops were held for the purpose of giving aid to those who were involved directly and indirectly with the program.

The purposes of the first two workshops were to give an overview of the migrant system, show participants how to complete records, and present information on the services available to them from the Migrant Center. The first workshop was held in Kennett, on October 12, and the second one was in Malden on October 13.

The third workshop was held on the campus of Southeast Missouri State University, on January 9. It was divided into five areas. The areas covered were: (1) social and health needs, (2) needs in reading, (3) arithmetic, (4) library materials, and (5) career development.

The fourth workshop, held in Sikeston on March 13, centered around learning disabilities.

Each workshop was evaluated by the participants. A rating scale of one through ten was used with one representing a poor rating and ten representing an excellent rating. The evaluation for the four workshops is shown below:

Workshop #		Rating
1	Records and Program, October 12	9.89
2	Records and Program, October 13	9.85
3	SEMO Workshop, January 9	9.35
4	Learning Disabilities, March 13	9.70

The instruments used for evaluating the workshops are found in Appendix B.

There was one other workshop which was held at Lexington. This was attended by Superintendents and Principals of the area, and Dr. Wayne McElroy and Mr. Dale Quinn of the Migrant Center. The purpose of the workshop was to orient the administrators on the Migrant Program. As a result of this workshop, two programs were set up for children of apple pickers in the area.

Table V shows the different workshops, dates held, location, and personnel in attendance.

In addition to the workshops held in the various areas within the state, two terminal operators spent two days in a workshop in Chicago, Illinois, July 17 and 18, 1973.

TABLE V

AREA WORKSHOPS

WORKSHOP	PERSONNEL ATTENDING	LOCATION	DATE	NO. ATTENDING
Records and Programs	Tutors and teachers of migrant children, administrators, counselors, teacher aids, secretaries	Kennett	October 12	25
Records and Programs	Tutors of migrant children, administrators, counselors, school nurse	Malden	October 13	14
Social and Health Needs, Reading, Arithmetic, Library, Career Development	Tutors and teachers of migrant children, remedial teachers of reading and math, administrators	SEMO	January 9	45
Learning Disabilities	Tutors of migrant children, remedial teachers of reading, counselors	Sikeston	March 13	37

VIII. SPECIAL SERVICES

As the purpose of the migrant program is to help migrant children in their educational endeavor, the social, emotional, and physical well-being of each migrant child becomes an important part of that effort.

The Migrant Center provided services to accommodate this phase of the program in the form of a Diagnostic Team composed of a guidance counselor, a social worker, and a reading clinician.

The Diagnostic Team. The team was composed of a guidance counselor, social worker, and reading clinician. The social worker made the home visits, the guidance counselor gave psychological tests and the reading clinician did educational testing.

Each person involved completed her part of the diagnosis and wrote her report. Then a team staffing was held to discuss findings and arrive at a composite report to be sent to the school. At this time, a school staffing was held with any school personnel who were involved. A parent conference was also held at the school in order to make the parents aware of the schools' interest in their child.

In order to evaluate the success of the team recommendations, a follow-up study was made in each case.

The Guidance Counselor. The individual role of the guidance counselor was both as a consultant and a participant in the public schools serving migrant children. The counselor conferred with the school staff concerning behavioral problems and individualized educational programs based on ability and need. She administered tests to evaluate intellectual limits, both as a member of the diagnostic team and upon request from the public schools.

In addition to administering tests, assistance was given in planning specialized programs for 45 students in junior and senior high school.

The "Basic Skills Approach to Career Development" was introduced as a part of the curriculum this year. This program has been explained in detail in Chapter V, Exemplary Programs.

The Reading Clinician. One hundred sixteen tests were given this year by the reading clinician. Most of the tests were used to diagnose reading and arithmetic problems. Other specific things accomplished by the reading clinician during the year were:

1. A trip of approximately 1500 miles throughout the state to locate migrants. Thirty-four contacts were made.
2. Helped conduct four workshops,
3. worked with twenty children as a member of the diagnostic team,
4. a trip to St. Louis to locate migrants. Visited two schools and three vegetable growers,
5. attended three professional workshops,
6. made 186 contacts with schools to offer service and help with records, and
7. attended Educational Fair "73" in Washington, D.C. to help promote Career Development Program.

Social Worker. The social worker is a member of the diagnostic team. She assisted in assessing the child's needs, the stability of family relationships, and the emotional adjustment and motivation of the family. Referral of children for team evaluation was made by the schools. After acceptance of the child for evaluation, the school was notified that the social

worker wanted to make a home visit to obtain social and medical history. The school notified the family of the appointment.

Upon completion of a social summary report based on the home interview, the social worker met with other team members for a staffing of their individual reports. At this time, a composite report with specific recommendations was made to the school and the family.

In order to evaluate the success of the recommendations, a follow-up study was made. At this time, the social worker again met with the family in their home to discuss changes that might have taken place in the child's adjustment at school and at home. If desired, further counseling was provided or referral was made to an appropriate community agency.

Table VI shows the family contacts made by the social worker as a part of the diagnostic team and also as a non-team staff member. It is of interest to note that 71 percent of the parents contacted attended the school-parent conference.

TABLE VI

FAMILY CONTACTS MADE BY SOCIAL WORKER

School	Initial Home Visit (Team)	Child's Parent Attended Conference (Team)	Follow-Up Home Visit (Team)	Collateral Contacts and Referrals	Other Home Visits (Non-Team)
Delta C-7	3*	2	4		
Dexter	1	0	1		
Doniphan	1	1	Child Moved		
Fremont	1	0		Carter Co. Welfare Office, Poplar Bluff Diagnostic Clinic	
Gideon				Dunklin Co. Health Center, Farmington Mental Health Team at Kennett, DAEOC, Operation Mainstream	7
New Madrid				Learning Improvement Center, Canalou	
N. Pemiscot	5	4	11	Hayward State School, Poplar Bluff Diagnostic Clinic, Carter Co. Welfare, Cape Co. Welfare, Jackson Schools, Bureau of Vital Statistics-Mo., Ark.	

TABLE VI (cont'd)

FAMILY CONTACTS MADE BY SOCIAL WORKER

School	Initial Home Visit (Team)	Child's Parent Attended Conference (Team)	Follow-Up Home Visit (Team)	Collateral Contacts and Referrals	Other Home Visits (Non-Team)
Risco	4	3	9	Mo. Crippled Children's Service, Sikeston Diagnostic Clinic, Hayward State School, New Madrid Welfare	
Senath	3	2	1		2
Summersville	3*	3	3	St. Louis Area School District-Guidance Department	
TOTALS	21	15	29		15

IX. SUPPORTIVE SERVICES

Supportive services which included such areas as visual, dental, and medical were provided the migrant children. A copy of the Health Service Policies statement describing the purpose, qualifications, eligibility, and types of services available can be found in Appendix C. In addition to the aforementioned services, clothing was provided in a limited amount.

The Migrant Center had on its staff, a registered nurse. It was through her position that the above services were rendered.

Home visits were a part of the services provided on request by the school districts or if the Migrant Center staff felt there was a need for the contact. The nurse worked closely with health personnel to secure needed services. This included referral to other agencies where applicable. If there were no health personnel, the Migrant Program nurse, on request from the school, screened and referred children with health needs. Examples of the Health Referral Form and Instructions for the form can be found in Appendix D.

During the fiscal year 1973, sixty-three fewer children were served than in 1972. The primary reason for this being the concentrated efforts to serve the one year migrant first. Services were still available to the five-year migrant but only after the one year migrants were served.

During the year the program received cooperation from several community and state resources, some of which were the Bureau for Prevention of Blindness, T.R.E.N.D., Rotary and Lion Clubs, and Beltone Hearing Center.

Plans are being made for a workshop in 1974 to help the school nurses with record work and to encourage early screening of children.

Health services are available to every migrant child in Missouri. Only one hundred ninety-nine were served during fiscal year 1973. This seems to indicate a problem within the system of discovering health problems. One solution to this problem might be to have each new child screened on enrollment in his school. This could be done by the school nurses upon being contacted by school personnel, or, if there was no school nurse available, by contacting the Migrant Center and arrange for screening by the Migrant Program nurse. A list of migrant children should be available to the nurse.

To find the health services rendered to migrant children during the year, refer to Table VII.

TABLE VII

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH THE MIGRANT CENTER PROGRAM FOR THE 1973 FISCAL YEAR

Grade Level Served		School District	Type Service Rendered				Total Cost of* Services Rendered to All Children	Total Served	Estimated Cost** Not Complete at This Time
Elem.	H.S.		Dental	Visual	Physical	Other			
1		Bell City		1			Paid by Poplar Bluff Diagnostic Clinic	1	$40.00
1	1	Bernie		2				2	75.00
4		Clarkton		4			$114.00	4	38.00
10	6	Cooter		10		Dental, audio & visual screening by Migrant nurse. Dispersed dental kits	473.00	16	60.00
2		Doniphan	2				228.00	2	
3		East Prairie		3			40.00	3	55.00
2		Fisk		2		Audio exam by Poplar Bluff Diagnostic Clinic	58.50	2	
10	4	Gideon	3	5	5	Medicine-4 Urological-1 Abcess-1	330.70	14	132.00
7	5	Jackson	8	3	3	Surgery-Lipomas	668.00	12	300.00
5	1	McCarty		5	1	Emergency sutures, medication	127.60	6	80.00
48	13	New Madrid	35	17	5	Medicine-6 Audio-5 Broken arm-1	1665.66	61	890.00
	1	Malden		1			42.00	1	
1		Lexington		1				1	40.00
3		Bloomfield		1		Audio-2	10.00	3	70.00

TABLE VII (cont'd)

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH
THE MIGRANT CENTER PROGRAM FOR THE 1973 FISCAL YEAR

Grade Level Served		School District	Type Service Rendered				Total Cost of* Services Rendered to All Children	Total Served	Estimated Cost** Not Complete At This Time
Elem.	H.S.		Dental	Visual	Physical	Other			
	1	Benton			1	Severe Foot Problem		1	$50.00
9	1	N. Pemiscot	2	3	5	Medicine-2	$381.19	10	40.00
5	2	Delta C-7	3	3	4	Medicine-1	438.15	7	50.00
1		Puxico		1		Dental Kits		1	45.00
25	5	Risco	14	8	4	Audio-30 Medicine-4 Visual-30	606.55	30	375.00
10	2	Senath		11	1	Audio-1 Medicine-2	208.00	12	105.00
6	1	Southland		5		Audio-2	186.50	7	40.00
2		Summersville	1	2	1		17.50	2	55.00
	1	Van Buren	1					1	20.00
155	44		69	88	30		$5595.35*	199	$2560.00**

* Total cost represents the amount actually paid for services.

** Estimated cost represents the cost of services which have not been paid at the time of this evaluation.

The total amount of money encumbered for the 1973 Fiscal Year is $8,155.35

X. RESOURCE CENTER LIBRARY

The library houses all textbooks, library books, filmstrips, cassettes, tapes, games, equipment, etc. for the Migrant program. It is located on the University Campus in Kent Library. The library has a certified librarian, and two library aides. Delivery of materials to the schools is done by scheduling these deliveries throughout each month. Some materials are delivered by members of the Migrant staff if trips coincide or if materials are needed at times other than the scheduled deliveries. The entire staff cooperates very well in this endeavor.

The library, although small in area, is well-supplied with the different materials needed by tutors in the field. It is well-managed and has been given an excellent rating from the tutors and administrators throughout the area.

Table VIII shows the number of books dispersed by the library from September 1972 through May 1973.

Also shown in this Table is the number of books and other materials catalogued and processed each month for the same period. Other materials include filmstrips, cassette tapes, super 8MM film loops, games, kits, labs., etc.

TABLE VIII

BOOKS AND MATERIALS DISPERSED, CATALOGUED
AND PROCESSED BY RESOURCE CENTER LIBRARY

Month	No. of Books Dispersed	No. of Books Catalogued & Processed	Other Materials Catalogued and Processed (Includes Filmstrips, Cassettes, Super 8MM Film Loops) (Pieces)
September	1785	671	152
October	742	314	69
November	1687	191	45
December	1041	229	98
January	943	558	90
February	932	347	43
March	1459	410	29
April	716	274	29
May		145	29
TOTAL	9305	3139	584

XI. PROGRAM EFFECTIVENESS

One of the strengths of the migrant program, as reported by some teachers, was the development of the migrant record system and the use of the Migrant Data Bank located in Little Rock, Arkansas.

The effectiveness of this system has been continually improved from year to year. Workshops were held during the year for the purpose of teaching the proper procedure for record keeping, interpretation, etc. In these workshops, the Data Bank in Little Rock sent slides and cassettes to be used in going over each part of the record line by line. This brought about a marked improvement in the understanding of the record system for the tutors and others involved with the program.

There was a concerted effort on the part of the Migrant Center Coordinator to inform all people involved in record keeping about how the system works. More emphasis was placed on record keeping and tutors were made more aware of the value of the migrant record system.

Instructional technique and methods varied among the tutors. All types of visual aids were used including cassettes, tape recorders, records, educational games, books, charts, etc. Tutors also used aids which they made themselves.

Individual instruction was stressed everywhere. With the small number of students in each class this worked well. This form of instruction enhanced the academic learning of the children. The attitude on the part of many students was improved because they felt that someone cared about them.

In every case where evaluators visited, it was found that the students said they felt that they learned more in these classes than in their regular classes.

XII. PROGRAM INTEGRATION

The integration of the Migrant Program with the regular school program was accomplished, in most cases, very smoothly. When a migrant student first entered a school his regular classroom teacher, the migrant tutor, and the counselor would cooperate to find the educational needs of the student. Once these needs were discovered, the tutor would begin instruction in these areas of need. As the student progressed, the regular teacher and the migrant tutor would continue planning the program to fit the needs of the child.

In the numerous schools that were visited by the evaluating committee, it was found that the link between the migrant tutor and the regular teacher and the administration was considered to be good almost without exception.

Tutorial services were available to every migrant child in the school, once his classification had been established. These services were in addition to his regular classroom activities.

Upon enrollment, if it was found that a migrant child needed help, he was placed with a migrant tutor. This assessment of the child was the responsibility of the local schools. Any information which the school obtained on the child was, in turn, given to the migrant tutor to be used to gain a better understanding of the needs of the child.

The diagnostic team from the Migrant Center cooperated with the school district staff in counseling, testing, etc.

School services provided by the school district were provided the migrant child. Where school services such as health and social welfare were not available, the Migrant staff made them available. In some cases, the migrant child received better services than other children.

XIII. RELATIONSHIP WITH REGULAR TITLE I PROGRAM

Students who could receive services under the regular Title I Program were not eligible for these same services under the Migrant Program. In planning the program, care was taken to avoid duplication of services. However, where services were lacking the Migrant Program became available. This was done in the fields of Health, Diagnostic Work, Materials, etc. It was also provided in the summer program.

The Migrant Educational Center provided those specialized services which could not be provided when only the regular Title I funds were used.

The Migrant Center staff personnel was always available to teachers, tutors, and administrators. Generally, the relationship between the personnel of the public schools and the Migrant Center was found to be very good, and the attitude was such that the interest of the child was the guiding factor in what was done.

XIV. COORDINATION WITH NON-TITLE I PROGRAMS

All migrant children were provided the same school services through district funds as those provided to all school children attending within the school district.

The extent that special educational needs of migrant children were met by agencies connected with the schools, and outside agencies was of help. Most of these needs were directed toward dental, health care, clothing, glasses, etc. However, this help was limited in scope. School lunches were available to all migrant children.

One of the needs in the way of coordinating the programs is for schools and organizations to work more closely to reduce the communication gap in home-school relationships. Parents are often reluctant to seek the available services. This facet of the program was improved over the past year as shown in the social worker's report in Supportive Services and in observations made by the evaluators. This area is still a problem however, and the work here should continue.

XV. COMMUNITY INVOLVEMENT

All communities were invited and urged to become involved in the Migrant Program.

In some communities local service clubs provided clothing and glasses for children.

Organizations such as the Bureau of Prevention of Blindness, T.R.E.N.D., and Beltone Hearing Center also furnished their services and money toward the aid of the students and the program.

Some of the administrators showed concern over the apathy of so many of the parents. It was felt that efforts should be made beyond the classroom to help overcome this indifference on the part of many of the parents.

XVI. NONPUBLIC SCHOOL PARTICIPATION

There was no nonpublic school participation in the Migrant Program in the school districts reviewed in this area. This is probably because there are relatively few nonpublic schools operating in the areas of this State in which there is great concentration of migrant children. However, nonpublic schools are aware of the availability of the services rendered through the program, and the criteria used in identifying and classifying migrant children.

XVII. DISSEMINATION

The dissemination of information pertaining to the Migrant Program was done somewhat in the same manner as in the previous year. The primary need being to acquaint the different schools with the available programs and to acquaint teachers who have migrant children with the different methods which could be used to instruct these children.

Most of the information was disseminated through workshops conducted by the Migrant Center staff. On many occasions information was presented to the schools through Migrant Center staff members on an individual basis. Mr. Dale Quinn, coordinator from the Center, spent much of his time and efforts in this area as he traveled to the different school districts.

Any dissemination of the program through the news media was limited.

XVIII. CONSTRUCTION AND EQUIPMENT

Schools furnished the necessary facilities and utilities. In some cases the facilities were found to be sub-standard. However, most schools had good classroom facilities. After inquiring in many of the schools it was found that facilities had improved over those of last year.

Instructional equipment which was normally available to regular classrooms was also available to the Migrant tutor. In some instances, schools furnished equipment for the private use of the Migrant Program classes. This equipment ranged from 16MM projectors, overhead projectors, etc., to cassettes, tapes, record players, etc. When and where equipment was not available from the school district, it was furnished as needed through the Migrant Program from the Resource Center in Cape Girardeau.

Southeast Missouri State University again provided the facilities for the Educational Services and Records Center.

XIX. PROGRAM CRITIQUE

There were 2,567 students designated as migrant children in the State of Missouri for the 1973 Fiscal Year. Last year a total of 4,434 children were identified. This large decrease in migrant children came about because of more rigid restrictions being placed upon the method of identification of Migrant Children. Seven hundred sixteen of the 2,567 children were enrolled in tutorial programs during the regular school year, and 182 were enrolled in the summer programs. None were enrolled in a nonpublic school.

During the 1973 Fiscal Year and the 1973 Summer Programs, 47 tutors were employed. Twenty-five tutors worked during the regular school year and twenty-two worked in the Summer Program. In addition to these, 17 aides were added to help in the Summer Program.

After making visits to various schools and observing programs in action, strengths and weaknesses were found. Among the strengths were:

1. The exemplary program of Career Education in the Cooter school district.
2. A low teacher-pupil ratio.
3. A strong inservice training program.
4. Willingness to experiment with new ideas.
5. Good rapport between migrant program personnel and regular school district personnel.
6. The record system for identifying migrant children.
7. The enthusiasm and ability of the Migrant Program staff members which includes the Director, Coordinator, Guidance Counselor, Reading Clinician, Social Worker, Librarian, Nurse, Terminal Operators, and Secretaries.

8. Health services provided
9. Special services offered by the diagnostic team
10. The Resource Center Library

Among the weaknesses were:

1. Staff too small in numbers to meet the needs of the program.
2. Resource Center Library is housed in too small an area.
3. Dissemination of information
4. Community support is weak in certain areas of the program.
5. More concerted effort needed to discover migrant children with health problems
6. A few facilities are still substandard

EVALUATION OF INSTRUCTIONAL ACTIVITIES FOR THE REGULAR ACADEMIC YEAR PROGRAM

As indicated in the design of the evaluation, data pertaining to reading, spelling, and math is presented in this section.

The evaluation instrument used was the Wide Range Achievement Test. It was administered in small groups. Children were given a pre-test and a post-test where possible. In some instances the migrant child received only a pre-test and then was gone before a post-test could be administered. This accounts for the discrepancy between the total number of students enrolled in the tutorial program and the total number shown in both Table IX and Table X.

The school districts in the tutorial program and the number of children who were given both a pre-test and post-test are found in Table IX.

Table X shows the results of the tests given in reading, spelling, and math as well as the number of children tested in each grade level. The

TABLE IX

SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A PRE-TEST AND POST-TEST IN READING, SPELLING, AND ARITHMETIC WERE ADMINISTERED

School District	Number Tested
Bernie R-13	7
Cooter	21
Delta C-7	57
Doniphan R-I	15
East Prairie R-II	33
Gideon No. 37	31
Monett	28
New Madrid R-I	42
North Pemiscot R-I	65
Puxico R-VIII	32
Risco R-II	16
Senath C-8	76
Southland	60
Summersville	36
TOTAL 14	519

TABLE X

WRAT TEST RESULTS FOR EACH GRADE LEVEL
DURING THE REGULAR PROGRAM

		MEANS RESULTS											
		READING				SPELLING				MATH			
Grade	Number Pupils Tested	Pre-Test	Post Test	Gain	Loss	Pre-Test	Post Test	Gain	Loss	Pre-Test	Post Test	Gain	Loss
1	68	.804	1.709	.904		.982	1.672	.690		.999	1.95	.951	
2	73	1.807	2.658	.851		1.642	2.571	.929		2.152	2.721	.568	
3	87	2.491	3.224	.733		2.466	3.064	.599		2.798	3.624	.826	
4	83	3.731	4.678	.947		3.380	4.258	.878		3.672	4.454	.782	
5	79	4.395	5.033	.638		3.910	4.771	.861		3.932	4.749	.818	
6	72	5.567	5.999	.432		4.708	5.272	.564		4.867	5.521	.654	
7	24	6.888	7.108	.221		5.413	6.088	.675		5.204	5.975	.771	
8	30	6.413	6.917	.503		5.567	6.127	.560		5.86	6.507	.647	
9	2	1.095	1.110	.150		8.500	8.950	.450		8.100	7.850		.250
10	1	5.200	5.200	.000		4.900	5.200	.300		4.400	6.300	1.900	
	519												

NOTE: TABLE SHOULD READ: In grade one, 68 children tested experienced a mean gain of 904 thousandth in Reading, 69 hundredths in Spelling, and 951 thousandths in Math.

results are presented in means as a mean gain or mean loss for each area and grade level. The amount of gain or loss represents the amount of grade level gain or loss. For example, when looking at the reading results for grade one we find that the mean gain for all students in this grade was .904 or almost one complete grade level gained in reading from the time of the pre-tests to the post-tests.

The data includes only the results of the students who were given both the pre-test and the post-test.

From the results of the tests it must be said that the tutorial program was successful. In only one instance did the gain reach as much as one complete grade level in any of the three areas. However, there was only one case where any loss was shown and that was in the area of math. In most cases, the gain made in each area at each grade level exceeded a half year gain.

Consideration must be given to the fact that all of the students involved in the migrant program have seldom remained in one school for any great length of time during their formal education. This, alone, is a great hindrance toward their educational achievement. Furthermore, their total days attendance during an academic school year falls below the attendance level of students who are not identified as migrants.

The scale of Student Attitudes, located in Appendix A, was used to try to ascertain the difference in students' attitudes toward school at the beginning of school and at the end of school. Student attitudes were rated by tutors once within the first two weeks after school began and again during the last week of school. The results of these ratings, along with the number of children rated and the grade levels, is shown in Table XI.

TABLE XI

SCALE OF STUDENT ATTITUDES' RESULTS
BY GRADE LEVEL FOR THE REGULAR PROGRAM

Grade	Number of Pupils Rated	MEANS		Percentage	
		Pre-Rating	Post Rating	Gain	Loss
1	98	19.18	20.16	7.65	
2	99	20.06	1).51		4.69
3	109	18.94	18.65		2.22
4	99	21.96	22.92	9.57	
5	105	17.41	16.90		3.43
6	99	19.76	18.27		12.1
7	35	19.97	17.14		23.53
8	40	18.95	18.90		.39
9	6	17.33	14.00		22.7
10	2	14.00	14.50	2.78	
11	3	21.33	22.00	6.28	

NOTE: The percentage of gain for grade one should be read as 7.65% gain.

XX. SUMMER SCHOOL PROGRAM

The summer programs began early in June and ended in the latter part of July in most cases.

The evaluation team found that the schools focused their programs basically on remedial reading and remedial math. Tutors also gave help in the other academic areas when they found the need.

Along with the above named courses, children received instruction in art, music and physical education.

The objectives of the programs varied somewhat in the different school districts. In general, the objectives were to:

1. Provide educational service to migrant children.
2. Raise the achievement level in the subjects taught.
3. Involve the students in educational experiences for their level of achievement.

The summer programs seemed well planned, the staff qualified, and facilities were adequate or better than adequate.

Staff members at the local level included the tutor and a special instructional aide to assist the tutor.

The facilities in some cases were better than average. Some classrooms were air-conditioned, large-sized, and freshly painted.

The school day began somewhere between 7:30 to 8:30 a.m. and ended from 1:30 to 2:30 p.m. Hot lunches were prepared and served to the children.

The classes were taught in different ways. Some schools kept the students in a regular class except for a forty minute period daily during which the special tutor worked with the students in special instruction. Others had

special classes for the migrant students. In still another instance, each migrant student received personalized attention on a one-to-one basis of tutor and student in all of his instruction in the migrant program.

In general, instructional materials, equipment, and supplies used in the local school districts during the regular school year were also used in the summer programs. Materials and equipment were also sent from the Migrant Resource Center to schools where needed.

On the basis of the information obtained by the Evaluation Committee from visits in the schools, talking with tutors, administrators, and students the following conclusions are drawn:

1. In general, the objectives of the program were achieved.
2. The students were given a good instructional program which was worthwhile.
3. Some of the programs needed to be of longer duration.

The following recommendations are herewith offered:

1. Schools should set up specific objectives where possible.
2. A concentrated effort should be made to improve attendance.
3. Consideration should be given to lengthening the summer programs in some instances.
4. Persons involved in the program should continue their efforts to interest the parents of migrant children in the program.

Objective data pertaining to the summer program was assembled. The instrument used was the Wide Range Achievement Test (WRAT).

The school districts in the summer program and the number of children who were given both a pre-test and a post-test are found in Table XII.

TABLE XII

SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A PRE-TEST AND POST-TEST IN READING, SPELLING, AND ARITHMETIC WERE ADMINISTERED SUMMER PROGRAM

School District	Number Tested
Delta C-7	32
Gideon	10
Monett	7
New Madrid	13
North Pemiscot	20
Puxico	5
Southland	20
Summersville	25
TOTAL 6	131

The data shown in the results of the tests tends to strengthen the conclusions given earlier. The areas tested were reading, spelling, and math. True, there were more losses shown in the summer program than the regular program, and the gains were not as great, but the time-span covered in most of the summer school programs was only six weeks.

The results of the WRAT Tests are found in Table XIII. The results show the grade level, number of students in each level, test scores in each area, and the gain or loss for each area.

The data includes the results of students who were given both the pre-test and the post-test.

As was done in the regular tutorial program, a scale of Student Attitudes was used in the summer program. It was the same scale (Appendix A). A pre- and post rating was given each student and the percent of gain or loss in attitude toward school was drawn from the results.

Table XIV gives the results of the student attitudes for those children who were given both the pre and post rating.

TABLE XIII

WRAT TEST RESULTS FOR EACH GRADE LEVEL
FOR THE SUMMER PROGRAM 1972-73

Grade	Number Pupils Tested	MEANS RESULTS											
		Reading				Spelling				Math			
		Pre-Test	Post Test	Gain	Loss	Pre-Test	Post Test	Gain	Loss	Pre-Test	Post Test	Gain	Loss
K	7	1.286	1.214		.071	1.271	1.271	.00		1.2	1.475	.257	
1	34	1.691	1.756	.065		1.435	1.712	.276		1.768	1.9	.132	
2	21	2.252	2.3	.048		1.752	2.219	.467		2.352	2.476	.124	
3	23	3.309	3.457	.148		2.817	3.178	.361		3.143	3.47	.326	
4	26	4.227	4.681	.454		2.75	3.965	1.215		3.896	4.081	.185	
5	11	4.1	4.436	.336		4.155	4.073		.082	4.009	3.873		.136
6	7	5.7	5.929	.229		4.557	6.286	1.729		5.557	5.943	.386	
8	2	6.95	6.95	.00		7.3	7.85	.55		6.7	7.95	1.25	

TABLE XIV

SCALE OF STUDENT ATTITUDES' RESULTS
BY GRADE LEVEL FOR THE SUMMER PROGRAM

Grade	Number of Pupils Rated	Means		Percentage	
		Pre-Rating	Post Rating	Gain	Loss
K	7	19.71	21.57	15.14	
1	29	18.31	20.03	12.57	
2	19	20.79	21.21	3.75	
3	29	21.00	21.59	5.37	
4	24	21.25	21.75	4.66	
5	13	20.35	20.54		2.78
6	4	24.50	26.75	30.00	
8	1	24.00	24.00	.00	

XXI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The objectives of the program were:

1. Identify migrant children as they enter the State of Missouri.
2. Provide a complete educational and health record for each migrant child identified.
3. Raise or maintain the educational level of migrant students.
4. Screen migrant children for health problems and arrange for health services as needed.
5. Increase migrant parental involvement and understanding of their children's educational experience.
6. Expand the number of schools utilizing the career development program.

The total number of migrant children enrolled in the State was 2,567. These children were located in 16 counties, with the vast majority centered in the "Bootheel" counties.

Some of the services which were provided through the Migrant Program were:

1. Tutorial program during the regular school year enrolling 716 children
2. Tutorial program in summer school enrolling 182 children
3. Health services provided for 199 children
4. Library services provided to 30 school districts
5. Diagnostic services provided for children in 35 school districts

One of the strong points of the program was the implementation of the program on "Career Education, A Basic Skills Approach." This program was carried out in three schools. It was considered one of the six outstanding

programs of its type in the country. The Migrant Center was invited to exhibit this program at the 1973 Educational Fair in Washington, D.C.

The Migrant Center staff members carried on workshops as the basic type of in-service training for personnel involved in the migrant program. The workshops were varied in scope and were valuable aids. All of the workshops received a superior rating by the participants who evaluated each of them.

Special services were provided in the program by a diagnostic team consisting of the guidance counselor, reading clinician, and social worker. These people worked both as a team and individually. The chief purpose of the diagnostic team was to help with the social, emotional, and physical well-being of migrant children where the service was needed.

Health services was an important part of the program. This was handled primarily by a registered nurse who was a staff member of the Migrant Center. This service was rendered to 199 children throughout the year.

The Resource Center Library handled all materials, equipment, textbooks, etc. for the tutorial programs. Materials were also available to schools with migrant children without tutorial programs. The Library was well-managed and offered numerous supplies, materials, and equipment that could not be duplicated elsewhere.

The evaluation of the program was for the Fiscal Year of 1973 and the Summer Program of 1973.

Data for the evaluation was gathered by the evaluation team of three persons visiting various school districts, and the use of standardized test results. The test results can be found in Sections XIX and XX of this report. A generalized summary of the evaluating team is presented in Section XXII.

Conclusions

Conclusions of this evaluation are based in part on the observations of the evaluating team, and in part on the objective instruments used to gather data.

1. The Migrant Program is doing an effective job in meeting its objectives as they have been set forth.
2. The tutorial program reaches less than one-third of the migrant children in the state.
3. The staff members of the Educational Services and Records Center are conscientious, dedicated, and competent.
4. Progress shown by migrant children in the areas of reading, spelling, and math was substantial.
5. The methods used in the instructional program for migrant children seems to be effective in improving their educational level of competence.
6. The flexibility of the program is to be considered one of its advantages.
7. Special and supportive services which were rendered are good.
8. The program is too under-staffed to bring about its full potential.
9. Methods used in identifying migrant children are well defined.

Recommendations

The following recommendations are made with the idea that they will aid in improving the program:

1. There should be more involvement in the tutorial program of children throughout the state.

2. An effort should be made to get more involvement of parents of migrant children.
3. The staff should be increased both in the tutorial program and professional staff at the Migrant Center if the potential of the program is to be reached.
4. The health services provided are good, but need to be expanded to reach more migrant children.
5. An effort should be made to include more junior high and high school migrant children in the program.
6. More space is needed to house the materials in the Educational Resource Center.
7. More definite objectives for the Summer programs.
8. Continue the improvement of facilities.
9. The selection of the Evaluation Committee should be made early.

XXII. A GENERALIZED SUMMARY OF THE EVALUATING TEAM

As the members of the evaluating team visited the schools they made many observations and talked with administrators, teachers, tutors, and students about the Migrant Program. To give a complete account of each evaluator would be lengthy to say the least. The following is a generalized summary of the evaluating team.

Enthusiastic comments for the tutorial program were received from administrators, teachers and even the children involved. One evaluator asked ten children how they liked the program, and all but one said they liked it better than their regular class. They gave as reasons (1) the close personal relationship between them and the tutor, and (2) they didn't feel "out of place."

In each school visited, few, if any, complaints were heard as to the services of the Migrant Center or its staff members. In almost every case praise was given to these persons. Unit administrators were in accord to say that this was a service they could not duplicate.

Methods of referral and administrative procedures for handling the enrollment of students were well defined in most schools. It was felt that the computer service record program provides schools with a valuable service and prevented the duplication of many diagnostic services. Some teachers were impressed with the "Student Transfer Form."

The comments of the teachers involved in the tutorial program indicated that adequate materials and needed equipment generally were available whenever needed. Those materials and equipment not available locally were requested from the Resource Center and these requests were acted upon as soon as possible.

When asked what could be done to improve the services of the Resource Center, the teachers were unable to make any suggestions with the exception that it sometimes took too long to get materials needed. This was rare, however.

In most instances, the facilities for the classrooms were adequate. This seemed to be an improvement over the facilities of the past year. Two of the schools used make-shift offices or classroom corners for the special tutoring. Other classes were self-contained working areas where the program could be carried on in a special classroom environment. Special educational aids and audio-visual materials were used as supplementary learning tools.

Administrators, teachers, and Migrant tutors were highly complimentary of the special in-service workshops conducted by the Migrant Center personnel. Requests were made for additional workshops on arithmetic and reading skills.

In general, classroom teachers were receptive to the help given by the Migrant tutor. Some felt the use of certified teachers improved the image of the program over the past.

Migrant tutors felt that the cooperation and communication between the migrant tutor and the regular classroom teacher was good, although one teacher felt that it would be beneficial if more administrators and regular classroom teachers were able to attend the migrant workshops so they would gain a better understanding of the program.

It was of utmost concern that more students were not eligible for the program. A general consensus of the classroom teachers was that there were many other students who could benefit from the special tutoring, but due to restriction of classification, were ineligible.

Many schools indicated that they had little or no contact with parents. In a few isolated cases, it was indicated that some parents objected to their children receiving special tutoring services. Those parents who did respond were pleased over the help received. This was especially true for those whose children received needed health services.

The most frequently expressed comment was that the Migrant Program was one of the finest services offered to area schools. As one administrator stated, "It's just thirty years too late in arriving."

It would seem apparent from the reactions of those involved and participating in the program that the Migrant Program has its place in the school curriculum.

APPENDICES

APPENDIX A

EVALUATION School District_____

Tutor _____ School Plant_____

MIGRANT STUDENT'S NAME_____ Student I.D._____

FIRST YEAR MIGRANT_____ FIVE YEAR MIGRANT_____
(Check appropriate space)

SUBJECTS BEING TUTORED_____

LENGTH OF TIME PERIOD WITH TUTOR:_____to_____

DAYS WITH TUTOR (Circle) M T W TH F

Grade Placement_____ Date Enrolled_____Date Dropped_____

Days Absent_____ Present_____Total Enrollment_____

WRAT PRE-TEST_____ SCORES _____ _____ _____
Reading Spelling Math

WRAT POST-TEST_____ SCORES _____ _____ _____
Reading Spelling Math

[1]to be given two weeks after school starts

[2]to be given during last week of school

	Pre-test[1]					Pre-test[2]				
General attitude toward school	Very Good	Good	Indifferent	Poor	Very Poor	Very Good	Good	Indifferent	Poor	Very Poor
Interest in learning										
Cooperation with other pupils										
Cooperation with teachers										
Attends school regularly										
Self-understanding										
Desire for self-improvement										
Work habits										

APPENDIX B

EVALUATION OF WORKSHOPS

October, 1972

Would you please answer the following questions by circling the appropriate number. Ten would be excellent down to one as poor.

1. This workshop was relevant to problems I encountered in the classroom.

   1 2 3 4 5 6 7 8 9 10

2. This workshop was informative.

   1 2 3 4 5 6 7 8 9 10

3. Over all I would rate the workshop.

   1 2 3 4 5 6 7 8 9 10

4. The beginning time of this workshop was satisfactory.

   1 2 3 4 5 6 7 8 9 10

5. The length of this workshop was adequate.

   1 2 3 4 5 6 7 8 9 10

6. Optional: What kinds of materials and/or subjects would you like to see made a part of a future workshop?

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX B (Continued)

EVALUATION OF WORKSHOP
January, 1973

How well did this session meet the objective set forth? Ten would be excellent down to one as poor. Please circle appropriate number.

"Individual Attention to the Social & Health Needs of the Migrant Child"

1. To introduce resource materials which can be used in responding to and meeting the health and behavioral-emotional needs of the child.

1 2 3 4 5 6 7 8 9 10

"Meeting the Individual Needs of Migrant Children in the Field of Reading"

2. To provide reading materials and demonstrate their use so that each child may be helped in his particular area of deficiency at his own level of achievement.

1 2 3 4 5 6 7 8 9 10

"Individualization of Arithmetic"

3. To utilize various types of instructional media such as games, audio-visual, and teacher-made materials to assist in each individual comprehension and practical application of arithmetic concepts to which he has been introduced.

1 2 3 4 5 6 7 8 9 10

"Rap With the Librarian"

4. To increase knowledge and understanding of ways to use and the importance of the use of books with migrant children and increase awareness of the materials available in the Migrant Childrens' Library and the procedures for ordering and returning them.

1 2 3 4 5 6 7 8 9 10

"Basic Skills Approach to Career Development"

5. Integration of career development materials for basic skills in mathematics and reading in an individualized goal oriented program for elementary and junior high migrant students.

1 2 3 4 5 6 7 8 9 10

APPENDIX B (Continued)

EVALUATION OF WORKSHOP

March 13, 1973

Holiday Inn

How well did this session meet the objective set forth? A score of ten would be excellent where a score of one would be poor. Please circle the appropriate number.

Objective:----To acquaint teachers with reading problems and techniques for remediation, and involve them in such a manner that they will be able to go back to the school situation and put them to use with their students.

1 2 3 4 5 6 7 8 9 10

APPENDIX C

EDUCATIONAL SERVICES AND RECORD CENTER FOR MIGRANT CHILDREN

HEALTH SERVICE POLICIES

I. Purpose of Educational Services and Record Center for Migrant Children.

A. The Educational Services and Record Center is concerned with helping schools devise ways to help migrant children maintain and continue their education in spite of the disadvantage of having to change schools and be absent from school frequently.

II. Purpose of Health Services as integral part of the program.

A. As stated by the Educational Policies Commission, National Education Association and the American Association of School Administrators in 1961...

> "The central purpose of education is to develop rational powers of the individual or his capacities to think and reason...Basic to this development is physical health, since disease, defects, or disability may interfere with learning..."

B. Therefore, the purpose of the Health Services is to correct these defects, diseases, and disabilities to the degree that the child is made educable.

III. Specific policies of the Center for Migrant Children with regard to Health Services.

A. This program will act as a supplemental Health Service reservoir and will be used only after all community, school, and public health facilities have been exhausted or found not to be applicable.

B. This program will serve only those children who qualify under the definition set forth in the project-Title I Elementary and Secondary Education Act PL 89-10 as amended by PL 89-750.

> "Any child who attends at least two schools during the school year as a result of his parents or guardian moving to seek or acquire employment in agriculture or agriculturally related occupations."

C. Before services are rendered the child must be identified by filling out the 'Student Enrollment Transmittal Form' for Migratory Children by the school the child is attending and the return of this form to the Record Center. This will be transmitted to the Data Bank in Little Rock and a copy sent to the reporting school.

D. All schools reporting migrants are eligible for the program and will be supplied with Health Referral Forms which should be filled out on each child requiring health services. This referral may come from any school personnel noting the health problem. This referral should then be sent to the Educational Services and Record Center for Migrant Children. From this point the nurse associated with the program, in cooperation with the school nurse from the referring school (if there is one) will check through services available to this child from the various agencies and community resources. Home visits will be made to assure cooperation with the parents and eligibility for assistance secured through community groups (churches, clubs, health agencies). If it is found that the Migrant Program is the only applicable resource, examination by the proper medical services will be authorized.

If extensive care is needed an estimate will be required and will be approved or denied before work is continued.

When all of the above qualifications are met--the Educational Services and Record Center will be able to provide for:

1. Visual examination and corrective glasses if needed.

2. Dental examination and repair (with approval of submitted estimate of services to be rendered). See note #1.

3. Medication to control, alleviate or prevent disease.

4. Operations which would enable the child to take advantage of educational opportunities. Such as tonsillectomy and adenoidectomy, hernia repair, etc. See note #1.

5. Emergency care of accidents. See note #1.

6. Health teaching on an informal basis in the home by the nurse with the Migrant Program if requested.

7. Physical examination if health is in question.

Note 1: Items 2, 3 and 5 are subject to approval by the Dean of Instruction and the Director of the Migrant Program.

Kindergarten through high school children are eligible. Pre-school children can be served if they will be entering school the following year and their health problem would be a severe handicap to entering school and taking advantage of our primary aim--education.

APPENDIX D

I.D.#_____

REFERRAL OF MIGRANT CHILD WITH HEALTH PROBLEM

Reported by_____ Date _____

Child's Name_____ Date of Birth_____

Address_____ Phone _____
No. Street Town

Date Enrolled_____ School_____ Grade_____

Father's Name _____ Occupation_____

Mother's Name _____ Occupation_____

Other Children in Family -

Names	Date of Birth	Names	Date of Birth
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Disability -

Vision 20/ (R) 20/ (L)

Dental_____

Hearing_____

Other_____

_____

_____

Date of Last Examination_____ By Whom_____

Referral - Health Problems
Page #2

Recommendations for Services Required_____

_____

_____

_____

Attending Physician_____

Estimate of Total Fee for Service_____

_____

_____

Other Resources Contacted and Description of Assistance Received, if any:

1._____ 3._____

2._____ 4._____

FOR USE BY RECORD CENTER ONLY:
Estimated Services $_____ Approved_____Not Approved_____

Approved By_____ Date Approved_____

Services Completed_____

_____

_____

Please send completed form to:

Educational Services and Records Center
for Migratory Children of Missouri
354 North Henderson Street
Cape Girardeau, Missouri 63701

SOUTHEAST MISSOURI STATE UNIVERSITY
Mark Scully, President
Cape Girardeau, Missouri 63701

Migratory Children Education
and Record Center
354 Henderson Street

Referring Party_____

School_____

City_____

Your request for services from the Educational Services and Records Center for Migratory Children for _____ has been approved in the amount of _____, denied_____, other_____

_____

_____

_____

You may proceed with services as indicated above.

Sincerely,

INSTRUCTIONS FOR HEALTH REFERRAL FORM

In order to secure health services for the children identified as migrant in your school district, a Health Referral Form should be completed by the school nurse or person concerned with the health problem. (teacher, health aide, etc.).

This form should be as complete as possible including complete name, date of birth, address, date enrolled, school, grade, parents name, occupation and other children in the family. The disability should be described as nearly as possible. The date of the last examination and physician should appear on the referral.

This is followed by "Recommendations for Services Required" and pertains to what needs to be done to bring about more desirable health for this child (example, needs complete physical and immunizations brought up-to-date).

The name of the physician who will be attending the child should be included if possible. An estimate of the total fee for the services to be rendered should be included. Example: initial exam for dental work including full mouth X-rays $15.00; or examination and glasses, if needed, exam $10.00, glasses $23.00. (The referring party should include the names of any other agencies or civic groups contacted for assistance with these services).

The last portion of the Referral (enclosed in a box) will be filled out by the Migrant Center as requests are fulfilled.

The letter enclosed with the Health Referral should be returned with this Referral. The return address must be filled in. This will be sent to you indicating approval or denial of your request.

It will be the responsibility of the school or referring party to make arrangements for appointments and transportation, if parents are unable to do this.

Bills should be sent by the physician to the school referring the child. The school should then forward this statement for services to the Educational Services and Records Center for Migratory Children for payment.